DOCUMENT RESUME

ED 205 256 JC 810 512

AUTHOR McMaster, Anne; Staatse, Holly
TITLE Four Years Later, 1980: A Survey of Mercer Graduates of June and August, 1976.
INSTITUTION Mercer County Community Coll., Trenton, N.J.
REPORT NO MCCC-TR-81-05
PUB DATE Oct 80
NOTE 27p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Blacks; *College Attendance; *College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; *Employment; Females; Graduate Surveys; Majors (Students); Males; *Participant Satisfaction; Two Year Colleges; Vocational Education; Vocational Followup; Whites

ABSTRACT

In Summer 1980, a survey was conducted by Mercer County Community College (MCCC) to gather data on Summer 1976 graduates with respect to their current employment status, educational activities, and opinions of MCCC. Of the 561 deliverable questionnaires, 45% were returned. The questionnaire's first section asked the sex, ethnic status, and major of the students. Of the 251 respondents, 58% were male, 87% were Caucasian, and 67% graduated from career programs. In the next section, students' current job status and activities were explored. Responses revealed that 80% of the graduates were employed full-time; 52% were employed within Mercer County; and 22% were employed by a governmental agency. Their mean salary was $303 per week, and 48% were very satisfied with their jobs. Most (85%) rated their MCCC education as good or better; 49% were working in a field related to their MCCC major; and 34% had heard about their job through a friend or relative. The questionnaire's third section focused on educational activities. It was revealed that 63% of the respondents had continued their education since graduation. Of these, 51% had completed another degree, 58% maintained the same or a related major, and 84% transferred MCCC credit. In answer to a request for comments, most respondents focused on advisement and career placement difficulties, problems with transferring and academic standards, and inadequacy of clinical nursing experience. The questionnaire is appended. (AYC)

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ED205256

TECHNICAL REPORT
OFFICE OF INSTITUTIONAL RESEARCH

81-05

FOUR YEARS LATER

1980

A SURVEY OF MERCER GRADUATES

OF JUNE AND AUGUST, 1976

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Anne McMaster
Research Aide

Holly Staatse
Research Assistant
Office of Institutional Research

October, 1980

MERCER COUNTY COMMUNITY COLLEGE

JC 810 512

ACKNOWLEDGEMENTS

The survey, which is the basis of this report, was conducted by the Office of Institutional Research. The compiling and analysis of the data and review of the text were done by Holly Staatse, Research Assistant. Anne McMaster, Research Aide, authored the report. Special thanks to Clara Arneth, Secretary of OIR, for typing the text and tables.

Thomas R. Collins
Director
Office of Institutional Research

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I. Executive Summary

The Four Years Later report summarizes data from a four-year longitudinal study of 1976 Mercer County Community College graduates. The survey was conducted in the Summer and Fall of 1980.

In general, the 1976 graduates appear to be genuinely satisfied with their educational experiences at Mercer. Of the 251 graduates who responded, 88% reported they were employed, with 76% of those employed in positions related to their program of study at MCCC and 52% employed in Mercer County. Only three percent were out of work and seeking employment at the time of the survey. Sixty-three percent have continued their education, with 84% in a course of study related to their program at Mercer. Bachelor's degrees have been earned by nearly half (47%) of the respondents who continued their education. In general, MCCC was rated highly by a full 93% of the survey population, and 82% said they would recommend their academic program at Mercer to others.

Comments and suggestions on improving the College were made by 52% of the 1976 graduates. The majority of these comments offered constructive criticism concerning advising, academic standards, and clinical experience in the Nursing program.

II. Introduction

A. History and Background

The Graduate Survey, on which this report is based, is conducted to gather data on graduates concerning their current employment status, educational activities, and opinions on their program of study at Mercer

and how it's related to their educational and/or occupational experiences. Four Years Later is the report generated from the data obtained in this survey. The Office of Institutional Research has conducted the one-year follow-up surveys of the graduating classes of 1973, 1974, 1975, 1976, and 1978, and the four-year follow-up on the graduates of 1970, 1971, 1972, 1973, and 1975.

B. Methodology

The graduate survey form consists of four pages of predominantly close-ended and alternative response questions, ending with an open-ended summary item. It is divided into four main sections, namely Background Information, Employment, Education, and Opinions. (See Appendix A)

This form, along with a cover letter and self-addressed stamped envelope, was mailed to a survey population of 594 graduates of June/August 1976 for whom addresses were available.

An initial mailing of 594 was sent on July 17. This netted 189 surveys for a 32% response rate. A second mailing was then made to 405 non-respondents on August 11. Sixty-two additional surveys were returned in this effort. There were 33 (6%) bad address (return to sender) received, which are excluded from the population, making the revised sample population 561. Over a span of 2 months, 251 surveys were returned, indicating an overall adjusted response rate of 45%. The return rate and population size are shown in Table 1.

Table 1

Population Size and Return Rate for the Survey of 1976 Graduates

Number of Graduates	698
Survey Population	594
Bad Addresses	33 (6%)
Revised Population	591
Total Surveys Returned	251 (45%)

A coding format was developed and, as they were returned, the questionnaires were coded on standard coding sheets; computer programs were written to produce statistical summaries of the survey data.

III. Results of Survey

A. Background Information

The demographic characteristics of the responding population indicate that of the 251 surveyed, 58% were male and 42% female. Caucasians represented 91%, while 7% were Black (2% unknown). Of all the students graduated in August/June of 1976, 54% were male and 46% female; and 87% were Caucasian and 12% Black. Females and Blacks were slightly underrepresented in the survey.

The number of graduates responding by MCCC academic program are listed in Appendix B. Of the survey respondents, 169 (67%) graduated from career programs, while 82 (33%) were from transfer programs. This can be compared to 1975 graduates surveyed last year when 63% were from career programs and 32% were from transfer programs.

B. Employment

Of the 251 respondents, 221 (88%) indicated they were presently employed on a full- or part-time basis. The graduates' current job status and present employment activities were explored. It was found that 80% are employed full-time, while 8% have part-time jobs; 3% are seeking employment and 9% were either unavailable for employment or not employed/not seeking employment at the time the survey was conducted. (See Table 2)

Table 2

Current Employment Activities for 1976 Graduates

Employment Status	N[a]	%
Employed Full-time	200	80.0
Employed Part-time	21	8.4
Not Available for Employment	15	6.0
Not Employed, but seeking	8	3.2
Not Employed, not seeking	6	2.4
Non-Respondent	1	--
Totals	251	100%

a. N = the number of 1976 Graduates

Comparing these results with a survey taken of the same graduation class (1976) one year following their graduation, one finds that the percentage of graduates working full-time had increased over this three year period (67% in 1977 to 80% in 1980), as more of these people finished their education and started their careers.

In terms of the location of their employment, 52% of the employed respondents are working within Mercer County, and 12% are working in adjacent counties. (See Table 3)

Table 3

Location of Present Employer

Locations	N	%
Mercer County	112	52
Adjacent counties[a]	26	12
Other N. J. counties	42	20
Pennsylvania	8	4
Other States	26	12
Totals	214	100%

[a] Adjacent counties include: Burlington, Hunterdon, Middlesex, Somerset and Monmouth counties.

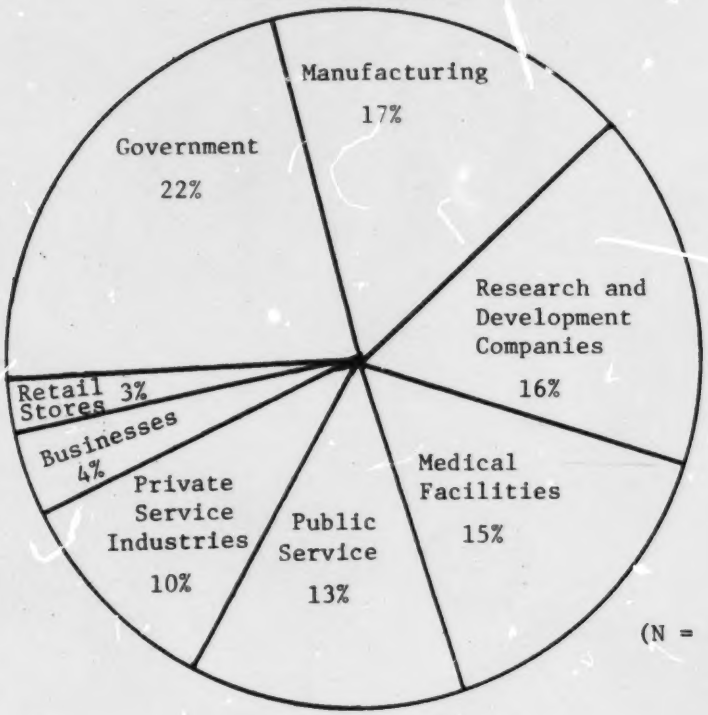
Figure 1 shows that the types of employers were varied, with the majority falling into the governmental category (22%), manufacturing (17%), research and development (16%), medical (15%) and public services (13%).

These figures parallel the most frequent job titles, namely, engineer (21 respondents), management position (20 respondents) and nurse (17 respondents). (See Appendix C)

As illustrated in Figure 2 the mean salary for the '76 graduates was $303 for an average work week.

Figure 1

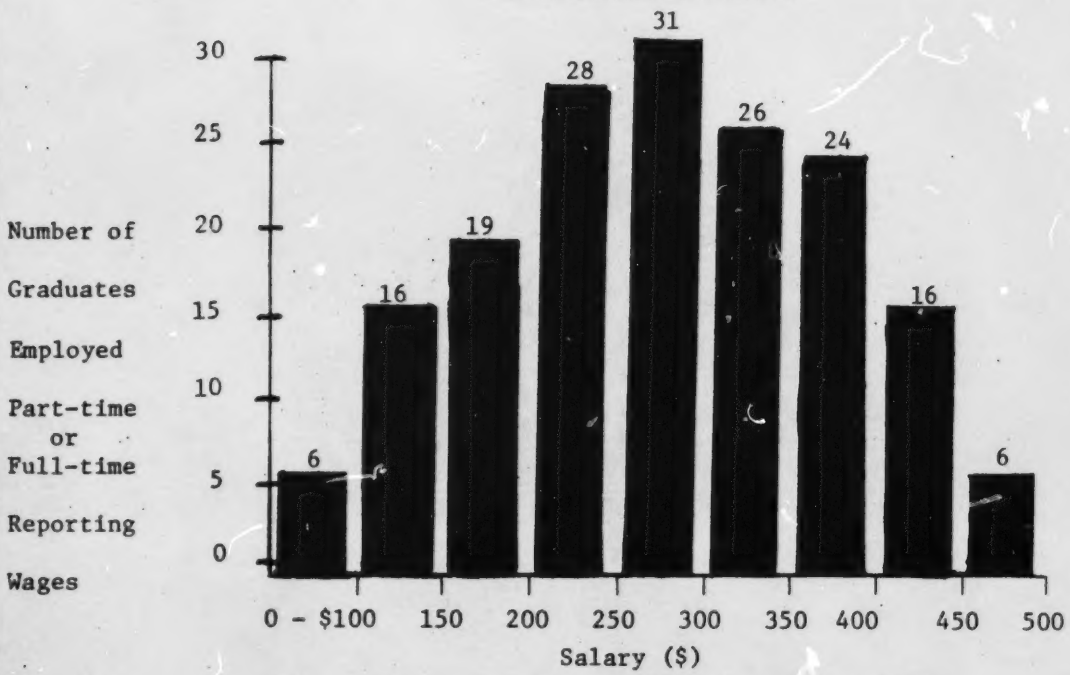
Types of Employers



(N = 216)

Figure 2

Average Weekly Salary



Note. Table excludes 10 students earning $500+

$\bar{X}$ = $303 N = 182

When asked when they started working at their present job, the majority of the respondents (74%) stated that they began working after graduating from MCCC. Sixteen percent said "before entering Mercer" and 10% "while attending Mercer."

The level of satisfaction with their present job was also investigated on six different aspects pertaining to one's job. Three rating options were given, "very satisfied," "somewhat satisfied" or "not satisfied." As seen on Table 4, the majority of graduates are content with their present employment. At least half the employed respondents feel very satisfied with the importance and challenge of work (56%) and the opportunity to develop new skills (50%). Approximately one in four respondents expressed dissatisfaction with their opportunity for promotion and advancement. Half were only "somewhat satisfied" with pay and fringe benefits. On two of the measures of job satisfaction listed below, namely, "Pay and Fringe Benefits" and "Opportunity to Develop New Skills," the 1976 graduates expressed a generally higher degree of satisfaction than their 1975 counterparts when surveyed last year. (See One and Four Years Later, 1979, pg. 18.)

Table 4

Level of Satisfaction with Present Job

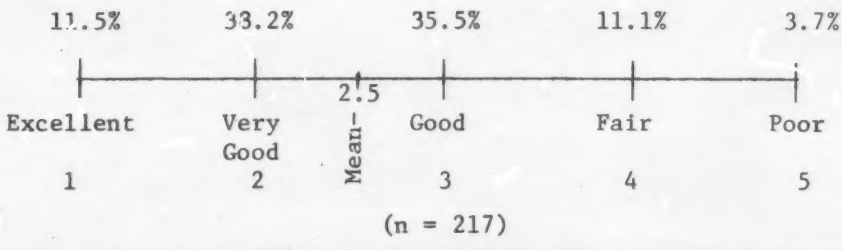
Options	Very Satisfied	Somewhat Satisfied	Not Very Satisfied
Pay and Fringe Benefits	35%	50%	15%
Importance and Challenge of Work	56%	34%	10%
Opportunity to Use Training and Education	45%	47%	18%
Opportunity for Promotion and Advancement	38%	38%	24%
Opportunity to Develop New Skills	50%	31%	19%
Job as a Whole	48%	43%	9%

Note. 15% stated "Very Satisfied" to all 6 options
3% stated "Not Very Satisfied" to all 6 options

N = 216

When the graduates were asked about the usefulness of their MCCC education in their present job, responses show they felt their degree was advantageous to their present job. Eighty-five percent rated it as good (3) to excellent (1). (See Figure 3) ,

Figure 3
Rating of MCCC Education in Relation to Present Job



(n = 217)

When graduates were asked if their job was in the same field as their academic program at MCCC, their responses were as follows: 49%, "Yes. definitely;" 20%, "Yes, somewhat," and 23%, "No."

Job referral was another aspect investigated. The majority stated that they had heard about their present job through a friend or relative (34%) or through a newspaper or employment bulletin (28%). Other sources are listed in Table 5. The distribution of responses is almost identical to those of the 1975 graduates.

Table 5
Source of Job Referral

"I heard about my job through:"	N	%
Friend or Relative	72	34
Newspaper Ad/Employment Bulletins	60	28
Employment Agency	8	4
MCCC Placement Office	4	2
Other:		
Own Initiative	23	11
Other Placement Services	17	8
Departmental Contacts	6	3
Move Up in Same Company	12	6
Unknown	8	4
Totals	210	100%

C. Education

The educational activities of the survey population, since graduating from MCCC, were explored. It was found that 63% continued their education, with 55% taking courses leading to a degree and 8% for personal interest. Thirty-one percent of the respondents chose not to continue their formal education. (See Table 6)

Table 6
Graduates Continuing Their Education After MCCC
(1975 Comparison)

"Continued Education?"	1975	1976
Yes, leading to a degree	195 (56%)	139[a] (55%)
Yes, but not for degree	16 (6%)	20 (8%)
No	72 (26%)	78 (31%)
Unknowns	33 (12%)	14 (6%)
Totals	275 (100%)	251 (100%)

[a] 84 on a full-time basis; 55 part-time.

It was found that Trenton State College was the most frequently attended college after MCCC graduation (48 graduates). (See Appendix D) Other out-of-state schools were also numerous, see addendum to Appendix D.

The most popular major fields of study chosen by the graduates in continuing their education were Business and Commerce, Engineering, and Social Sciences. Other fields of study are listed in Figure 4.

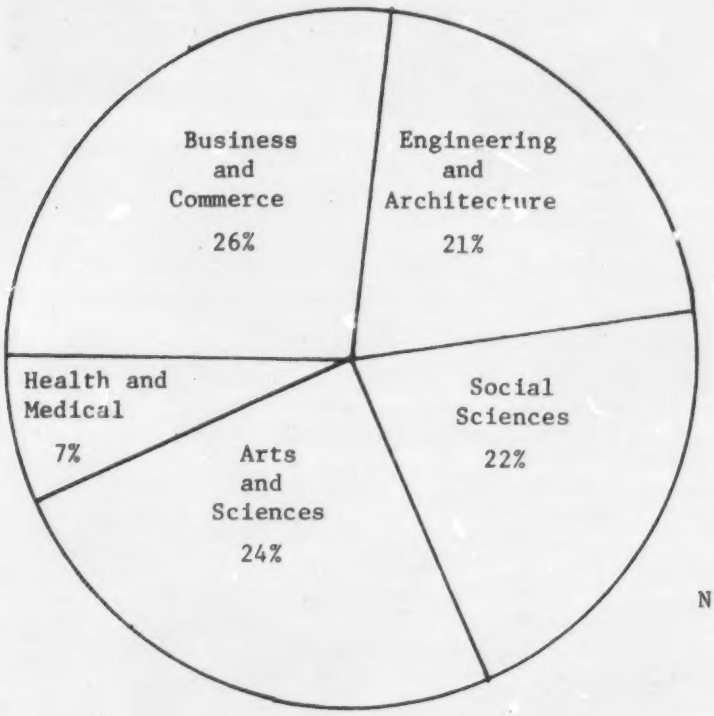
These data indicate that of those continuing their education, 51% have completed another degree program beyond MCCC, the majority obtaining a Bachelor's Degree (47%). (See Table 7)

When asked if their continued education was in a field related to their academic program at Mercer, 58% answered "yes, definitely," 26% stated "yes, somewhat" and 16% replied "no."

Among those who continued their education, 84% transfered credits to another college. Forty-seven percent of those transferring credits stated that all were accepted.

Figure 4

Major Field of Study Chosen by Graduates Continuing Their Education



N = 135

Table 7

Students Completing a Degree After MCCC

	N	%
Yes	79	51
Bachelor's	72	47
Master's	4	3
Doctorate	1	1
Other	2	1
No, but currently enrolled	56	36
No, don't want or need another degree	20	13
Totals	155	100%

Forty-five percent lost between 1 and 21 credits; 8% lost more than 21. Of the credits lost, 43% stated that they were required for their degree at MCCC. A complete breakdown of transfer credits is listed on Table 8.

Table 8

Transfer Credits

	N	%
"Did you transfer credits to another college?"		
Yes	132	84
No	26	16
Totals	158[a]	100%
"How many were not accepted?"		
All were accepted	61	47
Lost 1 - 3	18	14
Lost 4 - 6	22	17
Lost 7 - 12	11	8
Lost 13 - 21	8	6
Lost more than 21	11	8
Totals	131	100%
"Credits lost were:"		
Required for degree	30	43
Basic Skills courses	8	12
Free Electives	15	21
Specific areas	10	14
Unknown	7	10
Totals	70	100%

[a] - One non-respondent.

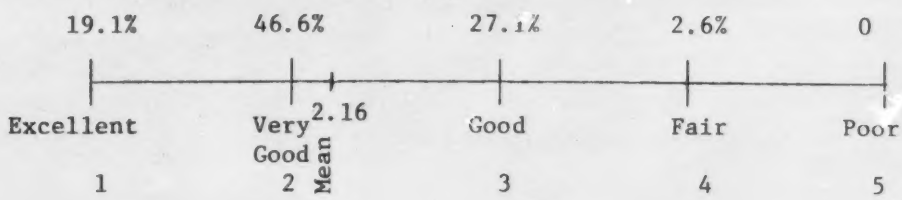
D. Opinions - Student Comments

1. Satisfaction with Mercer

The last section of the survey is devoted to the student's opinions and comments. When asked to rate the education received at Mercer, 93% rated Mercer from "good" (3) to "excellent" (1). This percentage is higher than the [illegible] reported by the Class of 1975 when surveyed last year. The overall average rating of their MCCC education fell very close to "very good" ($\bar{X}$ = 2.16). (See Figure 5)

Figure 5

Rating of Quality of MCCC Education



(n = 242)

supporting evidence for this expression of satisfaction is found in the fact that 205 (82%) respondents said they would recommend their academic program at Mercer to a friend, relative or acquaintance; ten percent were not sure and only 5% gave a negative response. This pattern of response is nearly identical to that of the Class of 1975.

2. Comments

The last item on the survey was the open-ended statement asking for the respondent's comments and suggestions for improvement of the College. Fifty-two percent made comments. The majority of these remarks fell into three categories: advisement and career placement difficulties, problems in transferring and academic standards, and lack of adequate clinical experience in the Nursing program. These categories are nearly identical to those that were used to group the comments of the Class of 1975. Problems of advisement continue to be seen as serious by Mercer graduates.

Many of the comments were positive and reflected favorable attitudes towards Mercer. This is especially encouraging given the fact that the question asked for suggestions for improvement. This section, however, focuses on those comments which offer constructive criticism.

a. Difficulties in Advisement and Career Placement

Of the comments related to academic advisement the problems the respondents cited were: the inaccessibility of the advisors, and some advisors were not fully informed about all the requirements

for some programs. A sample of such comments is reproduced below.

"Counselors and instructors should be more realistic and honest with students."

"Better guidance counselors. I was very disappointed with the counselors when I needed them I never got a straight answer and was misled with my future plans."

"I was led to believe that the courses and degree I was pursuing would lead to a more responsible job in engineering. However the industry does not accept EET students as bonafide engineers."

b. Problems in Transferring and Academic Standards

The comments made by the survey respondents about transfer problems dealt principally with not fully understanding the transferability of the Mercer credits to 4-year colleges and universities. Also respondents thought the academic standards at Mercer are low, and that this often leads to adjustment problems upon transferring.

"Continue efforts to make major and elective courses more transferrable to 4-year institution."

"MCCC should attempt to align the Engineering Degree Program with N.J.I.T. Engineering so that no credits are lost when transferring for the B.S. Degree."

"Since MCCC is a 2-yr college, the programs should be good enough to either get a job after graduation, or be good enough that you could transfer to any four-year institution without being a year behind the other students."

"Students must be taught to read and write. MCCC does not need teachers who are easy graders. I was thoroughly embarrassed at what I did not know when I went to Douglass."

"Standards should be improved for acceptance and must be much more demanding in class work."

"Change to an entrance exam or other requirements for entry, instead of maintaining an open enrollment policy."

c. Lack of Adequate Clinical Experience in the Nursing Program

The lack of clinical experience in the Nursing Program was another area of graduates' comments. Others commented that more emphasis should be made on on-the-job training.

> "Clinical experience in the Nursing course needs to be improved."
>
> "The training should have been more job oriented."
>
> "The Nursing Program needs some improvement. As a student, you definitely need quite a bit of clinical experience (more than 2 days a week). I think more on-the-job training will help the students as new graduates. Possibly changing the program to 3 years rather than 2 years."

d. Other Comments

On some of the surveys, comments were made concerning the lack of variety in electives offered and the times they were offered. Some felt that courses for the night programs should start at 5:00 or 6:00 p.m. One respondent wrote that the courses he needed to take for the degree he was seeking were held at overlapping times. Some of those returning to school for a degree have to take the basic and fundamental courses in their field, an experience they found to be a waste of time.

As always, there were a few comments on the long walk from the parking lots.

It can be seen from the above comments from students who graduated four years ago, that, at that time, a need existed to work on problems related to advisement, transferring, and clinical experiences in the Nursing program. The fact that the comments from both 1975 and 1976 graduates parallel each other underscores the continuing nature of these problems.

MERCER COUNTY COMMUNITY COLLEGE: A SURVEY OF GRADUATES

FALL, 1980

N = 251

IF LABEL IS NOT CORRECT
PLEASE PRINT CORRECTIONS
BELOW:

BACKGROUND INFORMATION

1. Your ethnic background *(Please check one box.)* (6 Blank)

(229) ☐ White, Non-Hispanic
☐ Asian or Pacific Islander
(18) ☐ Black, Non-Hispanic
☐ American Indian or Alaskan Native
☐ Hispanic
☐ Non-Resident Alien

2. Your sex *(Please check one box.)*

(146) ☐ Male (105) ☐ Female

3. Your program at graduation from MCCC: See Appendix B

EMPLOYMENT

4. How would you describe your present employment status? *(Please check any boxes that apply and fill in the requested information.)*

(200) ☐ I am employed full-time
(21) ☐ I am employed part-time

Company Name See Figure 1
Company Address See Table 3

(15) ☐ I am not available for employment at this time. *(Please indicate your reason.)*

(8) ☐ I am not working now, but I AM seeking employment.

(6) ☐ I am not working now, and I am NOT seeking employment.

☐ I am serving in the military (full-time active duty).

(1 Blank)

If you are NOT PRESENTLY WORKING *please skip to section labelled* "EDUCATION."

B. If you ARE WORKING at the present time, please provide the following information:

1. Job Title: See Appendix C

2. In an average week, I work _____ hours.

3. In an average week, I earn $_____. (*Please report your gross earnings, per week, before deductions. If you are not paid by the week, please estimate.*) (See Figure 2)

4. I started working at this job (*Please check one box.*)

(36) ☐ before entering MCCC (21) ☐ while attending MCCC (161) ☐ after graduation from MCCC

5. I first heard about this job through (*Please check one box.*)

(4) ☐ MCCC Placement Office (7) ☐ An employment agency

(48) ☐ A newspaper advertisement (69) ☐ A friend or relative

(82) ☐ Other (*Please specify.*): See Table 5

C. Is your present job in the same field as the academic program you completed at MCCC?

(103) ☐ Yes, definitely (66) ☐ Yes, somewhat

(49) ☐ No (*Please indicate why not.*) _____

D. Please rate your level of satisfaction with each of the following aspects of your present job:

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied
1. The pay and fringe benefits	☐ (74)	☐ (108)	☐ (33)
2. The importance and challenge of my work	☐ (121)	☐ (172)	☐ (22)
3. The opportunity to use my past training and education	☐ (98)	☐ (79)	☐ (39)
4. The opportunity for future promotion and advancement	☐ (82)	☐ (81)	☐ (52)
5. The opportunity to develop new skills	☐ (107)	☐ (67)	☐ (41)
6. The job as a whole	☐ (103)	☐ (94)	☐ (19)

E. Overall, how would you rate your education at MCCC in relation to its usefulness to you in performing your present job? (*Please circle one number.*)

Excellent Very Good Good Fair Poor

1 (25) 2 (83) 3 (77) 4 (24) 5 (8)

Comments: (39) positive

(19) negative

(22) neutral

EDUCATION

A. Since graduating from MCCC, have you continued your education in any of the following ways?

(14 blank)

(20) ☐ College courses, but not in a degree-awarding program
[*Please fill in the name of the college(s)*]: _____
See Appendix D

☐ College courses in a degree-awarding program:
Name of last college attended: See Appendix D
Major field of study: See Figure 4

(84) ☐ Full-time or (54) ☐ Part-time

Other college attended (if applicable): 25 Responses
Major field of study: 26 Responses

(15) ☐ Full-time or (13) ☐ Part-time

(78) ☐ No, I have not continued my formal education beyond my studies at MCCC.
[*Please skip to section labelled* "OPINIONS."]

B. If you HAVE CONTINUED YOUR EDUCATION please answer the following questions:

1. Have you already completed another degree program (beyond your MCCC degree)?

(79) ☐ Yes. (*Please indicate the type of degree--B.A., MA., PH.D., Certificate, etc.*)
See Table 7

(56) ☐ No, but I am currently enrolled as a student.

(20) ☐ No, and I do not want/need another degree.

2. Have you continued your education in a field of study that is related to the academic program you completed at MCCC?

(90) ☐ Yes, definitely (40) ☐ Yes, somewhat (25) ☐ No

Comments: _____

4. Did you try to transfer any of your MCCC credits to another college?

(132) ☐ Yes (26) ☐ No

If "yes," how many of your MCCC credit hours were NOT ACCEPTED?

(61) ☐ All of my MCCC credits were accepted
(11) ☐ I lost 7 - 12 credit hours
(18) ☐ I lost 1 - 3 credit hours
(8) ☐ I lost 13 - 21 credit hours
(22) ☐ I lost 4 - 6 credit hours
(11) ☐ I lost more than 21 credit hours

Were the credits you lost:

(30) ☐ Required for your degree
(15) ☐ Free Electives
(8) ☐ Basic Skills credits
(10) ☐ Credits in specific areas (*Please name.*) _____

YOUR OPINIONS

A. Overall, how would you rate the quality of the education you received at MCCC? *(Please circle one number.)* (9 Blank)

Excellent	Very Good	Good	Fair	Poor
1 (48)	2 (117)	3 (68)	4 (9)	5 (0)

B. Would you recommend the academic program you completed at MCCC to a friend, relative, or acquaintance?

(205) ☐ Yes (25) ☐ Not sure (14) ☐ No

Comments: _____

C. What changes could be made to help make MCCC a better place for students? Please be as honest and specific as possible. You may continue your comments on another sheet of paper if necessary:

See Section III. D.

Note. Numbers in parentheses represent actual figures.

THANK YOU FOR YOUR COOPERATION!

Number of Survey Respondents by Academic Program

Program	N
Accounting	10
Architecture*	13
Architectural Drawing	1
Architectural Technology	5
Art and Design	1
Aviation Electric. Tech.	2
Business Administration*	16
Communications Media	1
Community Service Assistant	5
Computer Operations	3
Data Processing	4
Dental Assisting	9
Dental Assisting Certificate	1
Drafting Tech.	1
Education Assistant	4
Electronics Tech.	8
Engineering Science*	1
Engineering Tech - Constr/Civil	13
Engineering Tech - Electrical	6
Engineering Tech - Elect-Mech	3
Fine Arts	2
Flight Attendant	1
Flight Technology	4
Fire Science Technology	1
Funeral Service Education	5
General Business	3
Government Aide	1
Honors Liberal Arts and Science	3
Humanities and Social Science*	20
Industrial Supervision	6
International Bacc.*	1
Law Enforcement Officer	11
Library/Media Ass't.	1
Marketing	2

Program	N
Medical Lab Technology	8
Nursing	19
Ornamental Horticulture Tech.	9
Pre-Funeral Service Education*	3
Radiologic Technology	5
Science - Biology*	7
Science - Chemistry*	3
Science - Computer*	1
Secretarial Science	7
Visual Arts*	17
Unknown	4
	251 Total

Note. *Represents Transfer Programs.
Figures are self-reported.

Appendix C

Job Titles Held by 1976 Graduates

Job Title	N
Accountant/Bookkeeper	10
Artist-Commercial/Photo Tech.	4
Aviation Worker/Flight Attendant	2
Clerical/Records Worker	3
Management (Personnel etc.)	20
Civil Engineer (Construction Worker)	4
Comm. Media Worker (Broadcaster)	3
Computer Programmer/Operator	5
Data Processor/Keypunch Operator	2
Dental Ass't/Hygienist	7
Draftsperson	8
Electrical/Electronic Tech.	6
Engineer	21
Fireperson	1
Foreperson/Supervisor	12
Funeral Director	6
Horticulturalist	2
Lab Technician (Bio/Chem)	8
Law Enforcement Officer	10
Library Aide	3
Mech/Electro-Mech Technologist	2
Medical Lab Tech.	4
Nurse	17
Researcher/Statistician	2
Salesperson/Clerk/Cashier	6
Secretary/Receptionist/Typist	9
Skilled Tradesperson	8
Social Worker	4
Teacher/Education Aide	7
X-Ray Technician/Radiologist	3
Other	16
	215 Total

Appendix D

College Most Recently Attended

Colleges	Number Attended
Mercer County Community College	12
Other NJ Community Colleges	4
Trenton State College	48
Rutgers University	19
Rider College	15
NJIT	5
Other NJ 4-Year Institutes	10
Temple	3
Others Out-of-State	38
	154 Total

Addendum

Other Out-of-State Schools (M.C.C.C. Programs)

American Academy, McAllister Institute of Funeral Service (Pre Funeral Serv. Ed.)
Berry College (Radiologic Tech.)
Birmingham Southern College (Aviation Electrical Tech.)
Bryant College (Electrical Engineering Tech.)
Bucks County Community College (Architecture)
Clemson University (Architecture)
Dowling College (Aviation Electrical Tech)
East Stroudsburg State College (Education Asst.)
Embry Riddle Aeronautics University (Flight Technology)
Florida Institute of Technology (Architecture)
Geneva College (Architectural Tech.)
Gwyndd-Mercy College (Medical Lab Tech.)
Hochschule for Musik-Vienna, Austria (Flight Technology)
Kutztown State College (Visual Arts)
Los Angeles College of Chiropractics (Const/Civil Engineering)
Maryland Institute, College of Art (Visual Arts)
Mount St. Mary's College (Humanities and Social Science)
New York Institute of Technology (Architecture)
New York University (Visual Arts)
North Carolina State University (Biology)
Ohio State University (Architecture) (Ornamental Horticulture Tech.)
Oklahoma University (Architectural Tech.)
Penn State University (Constr/Civil Engineering)
Rensselaer Polytechnic Institute (Chemistry)
Roger Williams College (Architecture)
Tusculum College (Biology)
University of Florida (Dental Assisting)
University of Kansas (Nursing)
Valley College of Agriculture (Ornamental Horticulture Tech.)

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